

Optimizing the Role of the Thematic Real Work Lecture (KKN-T) Students as Lecturers in Improving Education in Jambugeulis Village, Kuningan Regency, West Java

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ABSTRACT

To implement education, a teaching staff is needed whose duty is to provide teaching, both in formal and non-formal educational institutions. The purpose of the KKN-T program in this village is to provide community service and contribute to improving the education of children in the village. The level of enthusiasm of children in Jambugeulis village is very high; however, the number of teaching staff available in the village is very limited, which is an obstacle for children to get the education they need. Findings from KKN-T activities provide an overview of the spirit and enthusiasm shown by children and the community towards the role of students as teachers in helping education in Jambugeulis village through formal and non-formal education activities that have been implemented by KKN-T Majalengka University.

INTRODUCTION

Students are an important component of the intellectual community in Indonesia, which is expected to contribute to the development of the nation and state. One of the responsibilities of students is to serve the community, this is part of the Tri Dharma of Higher Education (Ariani, 2019). One example of this devotion is the thematic real work lecture program (KKN-T). The real work lecture (KKN) means directly applying the knowledge gained in college to the community. It is a form of education that provides students hands-on experience interacting with the community off campus (Aliyyah et al., 2021). This activity also teaches students how to identify problems in society. KKN can be understood as part of the process of Community Development and learning that includes: 1) this is a Student Activity; 2) in the field; 3) as a form of community service; and 4) provide benefits in helping the community solve development problems (Soehadha, 2016). The real work lecture also directly shows the close relationship between the world of education and efforts to achieve public welfare (Rismansyah et al., 2024).

The location that has been determined for KKN-T is Jambugeulis village, Cigandamekar district, Kuningan regency, West Java province. The village of Jambugeulis was founded in 1947. Located about +10 kilometers from the Cigandamekar district, which is in the Highlands and is used for rice fields. Jambugeulis village consists of four hamlets: Dusun one, dusun two, dusun three, and dusun four. KKN activities in this village began in July to August. The campus and LP2MI Majalengka University gave several mandates to students to help improve education in disadvantaged villages to developing villages. Education is an important factor for every individual. Education is a conscious and planned effort to create a learning atmosphere and learning process (Pratomo & Kuswati, 2022). According to Thompson, Education is the influence of the environment on the individual that produces permanent changes in behavior, mind, and nature. Education is an effort that can accelerate the development of human potential to be able to carry out the tasks assigned to him (Febrini, 2017).

The level of education available in Jambugeulis village includes kindergarten/early childhood education, elementary school, and Madrasah. This attracted the attention of the KKN-T Group to provide education to children in the village, both through formal and non-formal education. Law No. 20 of 2002 Article 13 paragraph 1, it is stated that "the path of Education consists of formal, non-formal, and informal education" (Darlis, 2017)(Pratomo, 2023). The shortage of teaching staff in this village is also a challenge for us to contribute as teachers to improve education in Jambugeulis village. Teaching staff and educational components are very critical elements in the implementation of Education. The duties of teachers in the education system include teaching, training, conducting research, developing, managing, and providing technical services in the field of Education (Sopian, 2016). One of the important elements of the educational staff is the teaching staff who have the main task of teaching.

Several KKN students contribute to the village government and the community through various work programs that have been planned. For example, KKN students optimize their work programs by acting as lecturers, both in formal and non-formal education in Jambugeulis village. In the aspect of formal education, the real work lecture (KKN) participants serve as teachers in elementary schools, madrasas, and early childhood education. Meanwhile, for non-formal education, the real work lecture (KKN) participants act as lecturers through free tutoring programs and afternoon recitation at Raudhatul Muttaqin mosque. Therefore, the implementation of the real work lecture (KKN) that has been implemented in Jambugeulis Village, Cigandamekar district, Kuningan regency, West Java province, attracted the attention of the author to be used as a scientific article.

IMPLEMENTATION AND METHODS

This study used Participatory Action Research (PAR). The PAR method emphasizes the importance of social and collective processes to reach conclusions regarding "what is the case" and "what are the implications of changes" that benefit society (Rahmat & Mirnawati, 2020). PAR involves all relevant parties actively in the review of ongoing actions. This term refers to the study of society as an object. The goal is to make changes and improvements towards a better direction (Lestari et al., 2021).

The thematic real work lecture (KKN-T) participants conducted field observations to identify potential problems in Jambugeulis village. To assess the potential problems, they interviewed local village heads. Furthermore, interviews were conducted with several related parties, including principals, teaching teachers, Foundation owners, villagers, and prospective students.

The results of the observations and interviews are then analyzed and assessed. Found potential problems in the village of Jambugeulis. Furthermore, the problem is given a solution, so that in this study several work programs are applied. The work program includes teaching programs in elementary schools, madrasah, and kindergarten, as well as math and English tutoring programs for free. In addition, the thematic real work lecture (KKN-T) participants also carried out an afternoon recitation program which included learning Iqra' and Al-Qur'an and memorizing short letters. The thematic real work lecture (KKN-T) participants also held several competitions for children in Jambugeulis village to develop the ability and mental training of these children.

RESULTS AND DISCUSSION

Implementation of the Thematic Real Work Lectures (KKN-T)

The thematic real work lectures (KKN-T) are one of the forms of community service activities carried out at certain times and locations (Lestari, Ardian, and Harahap, 2021). The theme raised in the Majalengka University the thematic real work lectures (KKN-T) activities in 2024 is "developing the village's economic potential towards an efficient society". The implementation of KKN-T 2024 is carried out in groups consisting of 21 people each.

Our group carried out KKN-T in Jambugeulis village, Cigandamekar District, Kuningan Regency, West Java province, with zip code 45556. In the north, the village is bordered by Windujaya Village, Sedong District, Cirebon Regency, and Koreak Village. In the East, it borders the village of Bunigeulis, while in the south it borders the village of Cengal and the village of Citapen, Japara District. The western part borders the village of Koreak. Based on Government Administration data, in 2024, the number of residents in Jambugeulis village reached 420 families, with a total population of 1704 people.

Our group's regular 2024 KKN-T activities are held for 1 month, starting from July 15, 2024, till August 13, 2024. The objects of dedication include Micro, Small, and Medium Enterprises (MSMEs), Jambugeulis State Elementary School, Nurul Iman Kindergarten, Village Head Office, Raudhatul Muttaqin Mosque, and Posyandu. The community service that we do is included in the field of education with efforts to improve the quality of education, especially in Jambugeulis village, Cigandamekar District, Kuningan Regency (Aliyyah et al., 2021). The purpose of this KKN-T activity is to develop the potential of students and improve the education of children in Jambugeulis village.

There are Various Steps that Students Can Take through KKN Activities.

One of these steps is to improve the quality and overcome existing problems in the village where the KKN-T takes place. In this context, KKN-T students can develop programs related to the village (Nugraha Wahyudi, 2021). Our KKN-T Group also plans and implements one of the work programs related to problems in Jambugeulis village, namely in the field of Education. Education in Jambugeulis village requires more attention because in terms of facilities and teaching staff are still inadequate. Therefore, we took the initiative to act as lecturers in Jambugeulis Village through this KKN-T activity.

Implementation of Activities in Formal Education

The thematic real work lectures (KKN-T) students carry out work programs in Formal education as teachers at Nurul Iman Kindergarten, Jambugeulis elementary school, and Jambugeulis village madrasah. In kindergarten, there are 4 teachers with 31 students, in Jambugeulis State Elementary School there are 8 teachers with 161 students, and in Madrasah there are 5 teachers with 180 students. Facilities used to support teaching and learning activities include books and stationery such as pens, pencils, rulers, erasers, blackboards, and chalk.

Learning activities at Nurul Iman kindergarten are held every week, namely on Friday, July 19, 2024, July 26, 2024, and August 02, 2024, from 08.30 to 11.00 WIB. Being a teacher in kindergarten is a challenge for KKN-T students because Kindergarten is the stage of education before children enter elementary school. The kindergarten level also serves as a medium of expression for the child and contributes to their development to be more optimal. Children in kindergarten need extra guidance from teachers or parents, because they are still in the introductory stage of learning, including how to hold stationery, how to write, how to read, How to count, and others.



Figure 1. Photo with Kindergarten Teacher & TPA Nurul Iman



Figure 2. Photo with Children of Nurul Iman Landfill

Teaching activities at Jambugeulis State Elementary School geulis are held every week on Monday, starting from July 23, 2024, July 29, 2024, and August 03, 2024, every 08.00-10.00 WIB. The students gave lessons to elementary school students about learning to read and count. There are still some children in Jambugeulis State Elementary School who are not proficient in reading and counting, so guidance and direction are needed so that they are more diligent in learning. This is certainly a challenge for KKN students to act as teachers who teach new knowledge to students at the school.

Furthermore, the role of KKN-T students as teachers in elementary schools is very well received by all parties at Jambugeulis State Elementary School. KKN-T students are given permission to contribute as teachers at the school by teaching at various levels, ranging from Class I to Class VI.



Figure 3. Photo with Students of Jambugeulis State Elementary School



Figure 4. Photos of teaching and Learning Activities at Jambugeulis State Elementary School

Furthermore, KKN-T students act as lecturers in Jambugeulis village madrasah. Facilities in this madrasah are classified as inadequate to be used as a place to learn. This is caused by the number of students unbalanced with the available space, still minimal desks, and other factors. Based on information and data, this madrasah lacks teaching staff. The teaching staff in this madrasah comes from the Jambugeulis village community. This Madrasah only has 5 teaching teachers, while the study group (rombel) in the madrasah amounted to 1 rombel. Therefore, the role of students as teachers in the madrasah is very necessary. The teachers and students there were enthusiastic about the presence of KKN-T students who wanted to carry out teaching programs at the madrasah. Teaching activities at the madrasah are carried out once a week, namely on Tuesdays, and start on July 23, 2022, July 30, 2022, and August 6, 2022. The implementation time is every 14.00 to 16.00 WIB.

The material taught by KKN-T students in madrasah includes Islamic education, such as pillars of faith, pillars of Islam, Islamic law, punctuation of the Qur'an, the obligatory nature of Allah SWT., and apostles, and the ordinance of ablution, and others (Nata, 2012). According to the recognition of the students in the madrasah, the materials taught by KKN-T students were delivered in a way that they had never received from their teachers before. Usually, they just learn to recite Iqra' or the Qur'an and write it into their books. Thus, the materials taught by KKN-T students became a new science and a new teaching style accepted by the students in the madrasah.



Figure 5. Photos of Teaching and Learning Activities at Madrasah Nurul Iman



Figure 6. Photos of Teaching and Learning Activities at Madrasah Nurul Iman

Villagers, schools, and teachers at Nurul Iman Kindergarten, Jambugeulis State Elementary School, and Madrasah felt greatly helped by the presence of KKN-T students who acted as teachers. This allows monitoring and teaching to students to be carried out to the fullest. In addition, students also gain new knowledge through the role of students as lecturers in Jambugeulis village.

Implementation of activities in Non-Formal Education

In addition to serving as teachers in formal education, KKN-T students also serve as teachers in non-formal education activities such as providing free tutoring and teaching the Qur'an in Jambugeulis village. From the information and data that we collected during the observation, it is known that Jambugeulis village does not yet have teachers for courses or tutoring. This is due to the presence of teachers who only exist in the district of Cigandamekar. Therefore, our group of KKN-T students plan and implement additional work programs to teach mathematics and English lessons for FREE, provide free book reading time, and teach Iqra', Al-Qur'an, and memorization of short letters to Jambugeulis village children outside of their formal education schedule.

Free tutoring activities are held every afternoon on Monday, Tuesday, and Wednesday from 10.00 to 12.00 WIB at the KKN-T post. The basic materials taught include English, fast multiplication using fingers, addition, and subtraction. As for the free book reading activity, it is carried out every Sunday morning from 10.00 to 11.30 WIB at the KKN-T post. In the mechanism, KKN students provide books for free for children to teach how to read and give prizes to those who dare to retell the contents of books that have been read and understood. For activities to recite Iqra', Al-Qur'an, and memorization of short letters carried out every afternoon from 18.00 to 19.00 WIB at the Raudhatul Muttaqin mosque. After learning the Qur'an, the KKN-T students and the children prayed in congregation at the mosque.

The facilities used to support teaching activities in non-formal education include reading books, Iqra', Al-Qur'an, writing books, stationery such as pens, pencils, rulers, erasers, blackboards, markers, and snacks as gifts for learners.



Figure 7. Photos of Digital Literacy Activities at Jambugeulis State Elementary School



Figure 8. Photo of Private Activity with Jambugeulis Village Children at KKN-T Post



Figure 9. Photos of Reading Books With Jambugeulis Village Children



Figure 10. Photo of Afternoon Recitation Activity with Jambugeulis Village Children at Raudhatul Muttaqin Mosque

CONCLUSIONS AND RECOMMENDATIONS

The real work lecture (KKN) is a form of student service to the surrounding community that has a positive impact on the area visited. Students from Majalengka University have carried out community service in Jambugeulis village, Cigandamekar District, Kuningan Regency, West Java province. In these activities, they focused on education programs and also other community development and empowerment programs, given the problem of lack of teaching staff in this village. Although there is a shortage of teachers, especially in the field of skills and religious education, the spirit of learning for children in this village remains high. This is evidenced by the smoothness of the programs that have been implemented by the students of the real work lecture (KKN) from Majalengka University with very good enthusiasm.

The programs that have been implemented have received positive responses from the Village Community, School Principals, all teaching staff, and the village government. They felt happy and helped by the presence of the real work lecture (KKN) students who contributed to the village. The desire and enthusiasm of the community to re-accept the real work lecture (KKN) students to Jambugeulis village is very large. As a suggestion for future researchers, it is important to ensure that there is a successor in the continuity of the programs that have been carried out in this village so that various programs implemented during the real work lecture (KKN) can continue to be applied sustainably by the village community.

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